

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

This chapter deals with two parts namely, conclusion and suggestion. The first part presents the conclusions derived from the study. The second deals with the suggestions intended for the teacher, the students, and further researchers.

#### **A. Conclusion**

There are two main research questions to answer in this study. The first research question was about the types of media used in the teaching and learning process and the role of the media. The second one was about the students' responses in term of forms, types, and kinds.

Based on the data the result and discussion in the previous chapter the following conclusions are drawn:

1. To answer the first research question, the researcher found that most of the media used in the teaching and learning process were modern media (80%) and only few media still in conventional type (20%) such as text book and printed dictionary. They still used the conventional media because the conventional media were still quite worthy to support the English and teaching learning process. The use of multimedia in the teaching and learning process was successful in making the students interested in the teaching and learning process. It could be seen from the percentage of the category of encouraging

learner's interest. It was 41% of students' responses toward the role of media.

2. To answer the second research question, the researcher found that there were many forms of responses that could be obtained in the classroom activity. Those forms of responses were answering questions, performing speaking, chatting, paying attention, doing the exercise, walking in the room, hitting friend, keeping silent, tapping table. Even though there were almost half of the responses were in verbal forms (33,3%), it does not indicate that the class failed in conducting the teaching and learning process since those verbal responses were positive responses which supported the teaching and learning process. A noisy class did not mean a bad class and a still class did not mean succesful depending on the type of responses whether it is positive or negative.

## **B. Implication**

The use of modern media in the English and teaching learning process was effective to grab students' attention since the use of media was interesting and easy to understand. The students' attention made the teaching and learning process ran well. The students gave positive responses to the teaching and learning process using multimedia. It implies that the use of multimedia can increase positive responses from students which could make the Eblish teaching and learning successful.

The research findings show that the total of positive responses were 67% and the total of negative responses were 33%. The positive responses were

answering questions, performing speaking, discussing materials, asking the teacher, being silent, doing the exercise, and opening dictionaries while the negative responses were chatting, day dreaming, walking in the room, hitting friends, and tapping the table. The use of multimedia made students more enthusiastic during the English teaching and learning process. It implies that verbal responses were not always negative and nonverbal responses were not always positive. Therefore, the teacher has to know which responses are the negative and which responses are the positive.

### **C. Suggestion**

This part presents some suggestions that will hopefully give a new idea to provide better teaching and learning process in senior high schools. The first suggestion is intended for the teachers who are competent to create good atmosphere to facilitate learning process. The second is for students who are interested in improving their English skills. The last is for further researches which can be done related to this study, particularly in the area of student response toward multimedia as the media of teaching.

#### **1. To Teachers**

Teachers can consider the use of multimedia in the English teaching and learning process since the result of the research shows that the responses of the students toward English teaching and learning process using multimedia mostly in positive responses. Eventhough may there were much noise int teaching and learning process, it did not mean that those noises did not have meaning or support to the English teaching and learning process. Therefore, the

teachers have to be able to differentiate the meaningful silence, meaningless silence, meaningful noise, and meaningless noise. However, in using multimedia needs good skill in operating the media. Otherwise, it will spend a lot of time in preparing the media, presenting the material, etc.

## **2. To Students**

- a. Students should be cooperative in taking care of the electronic media in the language laboratory since the good media can help them in comprehending the material, for example headphones or speakers. If those media are broken, the students will get difficulty in comprehending listening material.
- b. Students should be more active in practicing the material given by the teacher since joining class which is using multimedia is not merely having fun.
- c. Students should be able to take a note during the teacher explaining the material since displaying the slide for long time will cost a lot.

## **3. To Other Researchers**

It is expected that the result of the study can give an informative input to other researchers who want to conduct similar researches. The problems that appear related to this research which can be investigated in further research are explained below:

- a. The frequency of the using multimedia has not been found out yet since the time was limited. Therefore, other researcher can investigate the frequency of using multimedia in an academic year for a year in a certain grade.

- b. It was difficult to count down the frequency of the students' response in a meeting since a student could have more than one kind, type, and form responses. The other researchers hopefully can count the whole responses since it can help the teacher to see what the real responses of the students in teaching and learning process. It is expected that the teacher will consider the method of teaching when other researchers have found out the whole students' responses more deeply.

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